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ABSTRACT

Information on pay equity studies and related activities in the states was collected through mail questionnaires. Focuses were the types of job evaluation systems used for classified state employees, pay equity policies in the states, pay equity studies, and pay equity litigation. Responses to the questionnaire showed that 46 of the 48 states responding to the survey used job evaluation to set pay for classified positions. Of the 46, 34 used one method of job evaluation for all jobs, most commonly a point-factor system. Ten of the states had written pay equity or comparable worth policy. Twenty-seven had gathered data on their pay and classification systems and determined whether there were sex-based wage differences and/or occupational segregation. Twenty states had conducted pay equity studies that compared pay of male and female job classes with comparable job evaluation scores; five had conducted pay equity studies that compared pay of male and female employees with comparable individual characteristics. (The two-page letter of submittal summarizes the findings, followed by appendices which include a more detailed summary of questionnaire results and the questionnaire with summary of responses.) (YLB)

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GAO

United States General Accounting Office
Briefing Report to Congressional
Requesters

September 1994

PAY EQUITY
Status of State
Activities



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United States
General Accounting Office
Washington, D.C. 20548

General Government Division

B-217675

September 19, 1986

The Honorable Alan Cranston
United States Senate

The Honorable Daniel J. Evans
United States Senate

This report responds to your January 28, 1986, request for an update on pay equity studies and related activities in the states (app. I). We gathered information through a mail questionnaire focused on the types of job evaluation systems used for classified state employees, pay equity policies in the states, pay equity studies, and pay equity litigation. (See app. III for a copy of the questionnaire.)

As agreed with your offices, information gathered regarding pay equity litigation in the states was included in a July 29, 1986, letter (B-217675). The July 29 letter also covered portions of the request that asked for an update on relevant pay inequality cases involving federal, state, and local governments and an analysis of the difference between the scope of the Equal Pay Act of 1963 and the statutory objectives of the General Schedule classification system.

In summary, the responses to our questionnaire showed

- 46 of the 48 states responding to our survey used job evaluation to set pay for classified positions;
- of those 46 states, 34 used one method of job evaluation for all jobs, most commonly a point-factor system;
- 10 of the states responding to the questionnaire had a written pay equity or comparable worth policy;
- 27 of the states responding had gathered data on their pay and classification systems and determined whether there were sex-based wage differences and/or occupational segregation;

- 20 states had conducted pay equity studies that compared the pay of male and female job classes with comparable job evaluation scores; and
- 5 states had conducted pay equity studies which compared the pay of male and female employees with comparable individual characteristics.

As arranged with your offices, copies of this report are being sent to interested parties and will be made available to others upon request. If you have any questions, please call me on (202) 275-6204.

Rosslyn S. Kleeman
Rosslyn S. Kleeman
Senior Associate Director

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United States Senate

WASHINGTON, DC 20510

January 28, 1986

The Honorable Charles A. Bowsher
Comptroller General of the United States
U.S. General Accounting Office
Washington, D.C. 20548

Dear Mr. Comptroller General:

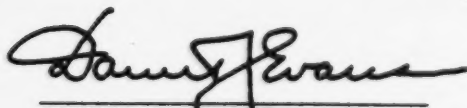
We are writing to request that you prepare a supplementary report pursuant to pay equity and federal job classification practices.

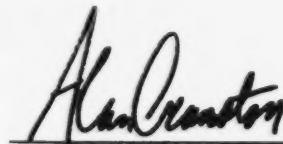
This report should include:

- (1) an update on pay equity studies and related activities in the states;
- (2) an update on relevant pay-inequality cases involving federal, state and local governments; and,
- (3) an analysis of the difference between the scope of the Equal Pay Act of 1963 and the statutory objectives of the federal classification system (see 5 U.S.C. 5101 et seq.).

We appreciate your attention to this matter and look forward to receiving your report.

Sincerely,


DANIEL J. EVANS


ALAN CRANSTON

SUMMARY OF QUESTIONNAIRE RESULTSOBJECTIVE, SCOPE, AND METHODOLOGY

The objective of this review was to describe the status of state job evaluation systems, pay equity policies, and pay equity studies. To achieve this objective, we used the results of an informal telephone survey that we conducted in the summer and fall of 1985, and other information we had gathered to design a mail questionnaire. (See app. III for a copy of the questionnaire.) After pretesting the questionnaire in two states and the District of Columbia, we mailed the survey to personnel officials in each of the 50 states in April 1986. Followup letters and telephone calls were made in May, June, and July to encourage nonrespondents to complete the questionnaire. By the middle of July, completed questionnaires were received from 48 states; Alabama and Pennsylvania chose not to participate in the survey. Finally, we telephoned over three-fourths of the states to obtain additional information and to ensure the accuracy of their responses.

Because we were not able to verify the accuracy of the information we received, the results represent the states' own descriptions of their job evaluation systems and pay equity activities. Definitions of such terms as "pay equity" and "job evaluation" were drawn from the personnel and pay equity literature.

STATE CHARACTERISTICS

The first portion of the questionnaire gathered information on the states' workforce characteristics (questions 1 through 3). As table II.1 indicates, the total number of positions (including classified¹ and unclassified, and full- and part-time) in each state varied widely, with seven states having 15,000 or less positions and eight having over 75,000 positions. The number of classified positions also varied significantly.

¹Since similar positions may be considered classified in one state and not classified in another, no single definition for "classified position" was used. Generally, though, classified positions are covered by the states' primary personnel statute, include most positions in the executive branch, and may include positions in the judicial or legislative branch as well.

Table II.1
Number of States by Size Category
of Total and Classified Positions

<u>Number of positions</u>	<u>Number of States</u>	
	<u>Total positions</u>	<u>Classified positions</u>
15,000 OR LESS	7	14
15,001-30,000	11	10
30,001-45,000	9	9
45,001-60,000	11	7
60,001-75,000	2	4
OVER 75,000	<u>8</u>	<u>4</u>
Total	48	48
	==	==

We also asked the states how many job classifications or discrete job categories they had. Again, we received a broad range of answers, with 5 states having 1,000 jobs or less; 22 states with 1,001 to 1,500 jobs; 17 states with 1,501 to 3,000 jobs; and 4 states with more than 3,000 jobs. Two states indicated they had more than 7,000 jobs.

JOB EVALUATION SYSTEMS

Job evaluation is a process used by organizations to determine the worth or value of a job to the organization. Virtually all of the states responding to the survey (46 out of 48) said they use job evaluation to set pay for their classified positions (question 4). Of the 46 states using job evaluation, 34 use only one system to set pay for all classified jobs (question 5). Six of the remaining 12 states use 2 job evaluation systems and the other 6 states use between 3 and 11 such systems to set pay.²

Several states indicated that they have formal plans to change the number of job evaluation systems they use (question 11). Of the 12 states using more than one system, 2 states indicated that they were in the process of consolidating their systems to a single method and 2 states said that they were

²One state has two major systems that cover 96 percent of the state's classified positions. The remaining are non-civil service positions that are covered by 20 similar systems. We considered this state to have two systems. Another state which was in the process of converting from one single system to another single system was categorized as having two systems because, at the time of our survey, both systems were in use.

planning to use fewer systems. On the other hand, two of the states with only one job evaluation system said they planned to use more systems. Whether consolidating or expanding the number of systems they use, the reasons most commonly given for such changes by state personnel officials were generally the same--administrative efficiency, internal consistency, and/or pay equity (question 12).

Job evaluation methods

We also asked state personnel officials to describe the job evaluation systems used in their state (question 6). Four general methods of job evaluation commonly described in personnel literature served as categories in our survey--ranking, grading, point-factor, and factor comparison. (See p. 17 of app. III for definitions of these evaluation methods.) An "other" category was also provided for those states whose systems did not fit easily into the four categories. The most commonly used method, either by itself or in combination with some other method, is the point-factor method (used in 21 states), followed by grading (13 states), ranking (7 states), and factor comparison (3 states). Ten states said that they use some other type of system, most commonly a combination of two of the four general methods.³

The 34 states which used only one job evaluation system to set pay for all their classified jobs followed a similar pattern. Fourteen states said they use the point-factor technique, followed by grading (9 states), ranking (6 states), "other" (4 states), and factor comparison (1 state). Four of the states with only one evaluation system indicated that they were changing from one method to another. Three were converting to a point-factor method, and one to a combination point-factor and factor comparison system. Of the 12 states that said that they use more than one job evaluation system, 7 use the point-factor method, 4 use grading, 1 uses ranking, 2 use factor comparison, and 6 use some other type of system, for a total of 20 systems. Table II.2 shows the types of job evaluation methods being used by the 46 states using job evaluation to set pay for classified employees.

³In this and subsequent questions where the respondents could check more than one response category, the numbers in the narrative may not correspond to the numbers reported in the questionnaire in Appendix III. Similarly, where subsets of states are discussed separately, the statistics in the narrative were drawn from an analysis of the data and are not found in the questionnaire in Appendix III.

TABLE II.2
Types of Job Evaluation Methods Used
by Number of Systems in the States

<u>Evaluation method used by</u> <u>states with one system</u>	<u>Number of states</u>
Point factor	14
Grading	9
Ranking	6
Factor Comparison	1
Other	4
Subtotal	34

Evaluation methods used by
states with two or more systems

One point factor/one other	2
Two point factor	1
Three point factor	1
Two grading	1
Two factor comparison	1
One grading/one other	1
One point factor/two grading/two other	1
One point factor/two ranking/ one factor comparison	1
Two point factor/one grading	1
Seven other	1
Eleven other	1
Subtotal	12

Types of positions covered

We also asked the states to describe the types of positions covered by each of the job evaluation systems they use (question 8). (For those states with more than three systems, we requested information on their three largest systems.) The types of jobs most commonly covered by such systems were administrative, clerical/secretarial, laborers, craftspersons, managerial, professional, and technical, with at least 40 of the 46 states indicating that their primary evaluation system covers those positions. All 34 states with one evaluation system said that all these positions were covered by that system; 15 more said university employees (nonfaculty) were also covered and 6 included judicial employees in the system.

In contrast, of the 12 states that used more than one job evaluation system, 9 had different evaluation systems for different types of positions. For example, one state placed all its managerial positions under one system and all other positions in another. In another state, all executive branch positions were under one system and university system positions under two other systems. The other three states included some of the same types of positions under more than one system.

Age of evaluation systems

Finally, we obtained data on how long each of the states had used their present evaluation systems (question 10). The 46 states which used job evaluation to set pay provided information on 64 job evaluation systems. (Again, for states with more than three systems, we received information on the three largest systems. Thus, the 34 states with only 1 system gave information on 34 systems; 6 states reported on 12 systems; and 6 states provided data on 18 systems, for a total of 64 systems.) Generally, the states had used these systems for some time, with 34 of the 64 systems at least 10 years old and 19 at least 20 years old. Twenty-two of the 34 states with only 1 evaluation system said they had used that system for at least 10 years; and 14 had been in place for 20 or more years.

Ten of the 14 states using a single point-factor method had been using this method for less than 10 years; 18 of the 20 states using another method had been doing so for 10 years or more. As table II.3 indicates, 12 of the 13 systems in place less than 5 years were point-factor systems. Twenty of the 25 point-factor systems used were less than 10 years old. Fourteen of the 19 systems used for 20 years or more were either ranking or grading systems and 19 of the 21 ranking and grading systems were 10 years or more old.

TABLE II.3
Type of Evaluation Method Used by Age

<u>Type of method</u>	<u>Years system has been in place</u>				<u>Total</u>
	<u>0-<5</u>	<u>5-<10</u>	<u>10-<20</u>	<u>20+</u>	
Point Factor	12	8	4	1	25
Grading	0	1	4	9	14
Ranking	0	1	1	5	7
Factor Comparison	0	1	1	2	4
Other	1	6	5	2	14
Total	13	17	15	19	64
	==	==	==	==	==

PAY EQUITY POLICIES

One section of the questionnaire was devoted to state pay equity policies (questions 13-23). A pay equity policy was defined as any legislation, executive order, administrative policy, or other pronouncement that specifically states a compensation goal of equal pay for work of comparable worth or value for state employees. A clear distinction was drawn between equal pay for comparable worth, and equal pay for equal work as in the Equal Pay Act of 1963. We also indicated that we did not consider pronouncements which only authorized a pay equity study or evaluation of job classes to be a pay equity policy.

Ten of the 47 states responding indicated that they had a written pay equity or comparable worth policy (question 13).⁴ That policy was established by legislation in 7 of the 10 states, by administrative policy in 2 states, and by executive order in 1 state (question 14). The impetus for such policies was most commonly attributed to the governor, the legislature, the unions, and women's interest groups (question 15). All or virtually all classified positions were covered by the policy in all 10 states.⁵ Three states' pay equity policies covered every job in the states (classified and nonclassified) and three other states covered some nonclassified positions (question 16).

Six of the 37 states that said they did not have a pay equity policy stated that they had formal plans to adopt such a policy, most commonly through legislation (questions 19 and 21). All six states indicated that state employee unions provided an impetus for the consideration of the pay equity policy; five of the six also cited the governor, state personnel officials, the legislature, or women's interest groups (question 20). All six states expected all classified positions to be covered by the policy, and one state said some nonclassified positions would be covered (question 22).

⁴One state said it did not know whether it has or is considering a pay equity policy because it said it has conflicting policies in effect. Its pay equity statute includes a provision that pay is contingent on and superseded by collective bargaining. Thus, it said it could not say whether it has such a policy or not.

⁵Eight states said their policy covers all classified positions. One state's pay equity policy covers 90 percent of the state's classified positions, excluding positions outside of its general schedule. The other state's policy covers 98 percent of its classified positions, excluding some high-level administrative jobs.

PAY EQUITY STUDIES

The next portion of the survey contained a series of questions on three general categories of pay equity-related studies conducted by the states: (1) data collection efforts that identify any sex-based wage differences or occupational segregation by sex among state employees; (2) job content pay equity studies that compare the pay of male and female job classes with comparable job evaluation scores; and (3) economic pay equity studies which compare the pay of male and female employees with comparable individual characteristics, such as education or experience. The survey also asked whether the states had conducted pay equity studies which combined job content and individual characteristics (the preferred option in our report on Options for Conducting a Pay Equity Study of Federal Pay and Classification Systems, GAO/GGD-85-37, March 1, 1985) or which focused on the pay of minority employees. Finally, the survey asked whether the states tracked the pay equity activities of other states. Of the 48 states responding to the questionnaire, 28 indicated that they had conducted at least one of the three general types of pay equity analyses.

Data collection

The most common type of pay equity analysis was data collection. Twenty-seven states said they had collected data on sex-based pay differences and/or occupational segregation (question 26), with most studies focused on both attributes (22 states). While 15 states conducted this type of analysis once, the remaining 12 states conducted at least two such data collections, with 6 states performing four or more data collections (question 27).

For those states that had conducted four or more data collections, the remaining questions in this section of the survey focused on the three most recent studies. In all, the survey gathered information on 39 such studies conducted by the states. The data collection efforts were most commonly initiated by legislation, followed by administrative action and executive action (question 29), and were most often conducted by state personnel or a combination of state personnel and a consultant. Three of the 39 studies were conducted solely by consultants (question 30).

About half of the 39 studies included all job classes in the state; the others (20 studies) focused on a sample of those job classes (question 31). Where a sample was used, it was chosen in a variety of ways (question 32). About half of the studies used only one of the criteria in the questionnaire, while the other half used a combination of the criteria. Of the states using only one criterion, the most common were male-and female-dominated job classes (5 studies) and highly-populated job classes (3 studies). In three studies using a combination

of criteria, the sample consisted of highly-populated, male- and female-dominated classes selected at random.

One-third of the data collections (13 out of 39) used a steering committee or task force representing interested groups. The roles of the steering committees varied from study to study, but most steering committees oversaw the effort while some other group actually conducted the analysis (question 34). In three cases, the committee, in addition to overseeing the study, also used the study results to make recommendations about pay equity. In three other studies, the task force determined the scope of the study, oversaw the study, and made recommendations based on the results.

Of the 39 data collections described, 38 were completed by the time of our survey. The amount of time needed to complete the analyses ranged from 1 to 78 weeks, with the median length of time for the first study being 11.5 weeks (question 35). Subsequent studies appeared to take less time, with the median for the second study being 6 weeks and 4 weeks for the third study. Twenty-nine of the studies concluded that sex-based wage differences existed; 28 found evidence of sex-based occupational segregation (question 36).⁶ At the conclusion of the studies, the results often were referred to the state personnel office, the governor, and the legislature (question 37). In 25 studies, the results were sent to all three offices. The data collections most commonly resulted in a followup study (14 studies). Four of the studies led to the adoption of a new pay equity policy, eight led to changes in existing pay or personnel policies, and six led to pay equity salary increases (question 38).

Job content studies

As noted above, a job content pay equity study compares the pay of male and female job classes with comparable job evaluation scores. (See pp. 26 through 36 of our report on Options for Conducting a Pay Equity Study of Federal Pay and Classification Systems for a discussion of these studies.) Twenty of the 48 states responding to the questionnaire indicated that they had conducted such a study, and 7 states said they had done so more than once (questions 41 and 42). Subsequent questions gathered data on 29 job content studies conducted in those 20 states.

⁶One state said it could not conclude on the basis of the data gathered whether sex-based wage differences existed or not. The state did, however, conclude that occupational segregation existed. Thus, the total number of studies reaching a conclusion regarding sex-based wage differences is 37, while 38 states reached a conclusion regarding occupational segregation.

As with the previously described data collections, the job content studies were most commonly initiated by legislation (question 44), but were more likely to use a sample of job classes as the object of the study rather than to study all job classes (17 of the 29 studies) (question 46). Where a sample of classes was chosen, a commonly employed criterion of selection was again male- and female-dominated job classes (four studies). Other criteria used to select the sample were male- and female-dominated job classes which were highly populated, (four studies) and random selection of classes (three studies) (question 47).

States were less likely to rely solely on state personnel to conduct job content studies than data collections, with 19 of the 29 studies using consultants either alone or with state personnel (question 45). Job content pay equity studies were also more likely to use a steering committee or task force, with 18 of the 29 studies doing so (question 48). As in the data collection efforts, though, the role of the committee or task force varied, but most oversaw the study while some other group performed the study (13 of the 18 studies) (question 49). In 5 of the 13 studies, the committees additionally determined the scope of the study and used the results to make pay equity recommendations.

At the time of our survey, 28 of the 29 job content studies were completed. The studies took from 1 to 24 months to complete, and the median number of months needed decreased in subsequent studies (question 50). Twenty of the 28 studies concluded that sex-based wage differences existed after controlling for job evaluation scores (question 51). The results of the job content studies were most commonly sent to the governor, the legislature, and the state personnel office (question 52), with 20 studies sent to all three. As in the data collections, the effects of these studies varied with no common effect evident. Six of the studies resulted in a followup study, five led to the adoption of a new pay equity policy, six led to changes in existing pay policies, and five led to pay equity salary increases (question 53).

Economic studies

Economic studies, which compare the pay of male and female employees with comparable individual characteristics, were conducted by 5 of the 48 states responding to our survey (question 56). Each of the five states conducted one study, three of which were initiated by administrative action and two by the legislature (question 59). State personnel were involved in all five studies, conducting the studies by themselves in three such efforts and with consultants in two others (question 60). A sample of job classes was selected in three studies, but no common criteria of sample selection was evident (questions 61 and 62). A steering committee or task force was involved in two

studies (question 63). In one the committee determined what was to be studied and actually conducted the study. In the other effort, the task force oversaw the study and used the results to make pay equity recommendations (question 64).

Four of the five economic studies were completed at the time of our survey. Three found that sex-based wage differences existed after controlling for individual characteristics, such as education and experience (question 66). These results were sent to the legislature and the state personnel office in all four studies; two study results were also sent to the governor (question 67). Two of the four completed studies resulted in a followup study; there had been no results at the time of our survey in the other two studies (question 68).

Other pay equity-related studies

The survey also indicated that many of the states were conducting other pay equity-related studies. For example, 40 of the 48 states responding to the questionnaire tracked the pay equity activities of other states (question 24). This tracking was most commonly conducted by collecting reports, articles, or other information (39 states), and by contacting other states for pay equity information or attending conferences or seminars (37 states) (question 25). Two states were also conducting pay equity studies that measured both job content and individual characteristics (question 71). This combination of job content and economic analysis was the preferred option in our report on Options for Conducting a Pay Equity Study of Federal Pay and Classification Systems. Similarly, two other states controlled for certain individual characteristics such as seniority before conducting their pay equity studies. Finally, 4 states had conducted pay equity studies focusing on minority employees (question 72) and 17 states had studied or were planning to study their classification and/or compensation systems.

SUMMARY

Table II.4 presents each state's responses to the questionnaire in each of the three major areas discussed above: (1) the number and type of job evaluation systems used; (2) whether or not the state has a pay equity policy; and (3) whether or not the state has conducted a pay equity study (a data collection study, a job content pay equity study, or an economic pay equity study).

TABLE II.4: Summary of State Activities

State	Number/type of evaluation systems	Pay equity policy	Pay equity studies ¹		
			1	2	3
AL ²					
AK	1 Other	No	No	No	No
AZ	1 Point Factor(PF)/1 Other	No	Yes	Yes	No
AR	2 Point Factor	No	No	No	No
CA	1 Other	³	Yes	No	No
CO	1 Grading/1 Other	No	No	No	No
CT	1 Point Factor	No	No	No	No
DE	1 Point Factor	No	No	No	No
FL	1 Grading	No	No	No	No
GA	1 Ranking	No	No	No	No
HI	2 Factor Comparison(FC)	Yes	Yes	No	Yes
ID	1 Point Factor	No	No	No	No
IL	1 Grading	No	Yes	Yes	No
IN	7 Other	No	Yes	Yes	No
IA	3 Point Factor	Yes	Yes	Yes	No
KS	None	No	Yes	No	No
KY	1 Point Factor	No	Yes	No	No
LA	1 Ranking	No	Yes	No	No
ME	1 Point Factor	Yes	Yes	Yes	No
MD	2 Ranking/1 PF/1 FC	No	Yes	Yes	No
MA	1 Point Factor	No ⁴	Yes	Yes	No
MI	11 Other	Yes	Yes	Yes	Yes
MN	1 Point Factor	Yes	Yes	Yes	Yes
MS	None	No	No	No	No
MO	1 Grading	No	No	No	No
MT	2 Grading/1 PF/2 Other	Yes	Yes	Yes	No
NE	1 Grading	No	Yes	No	No
NV	1 Grading	No	No	No	No
NH	1 Point Factor	No	No	No	No
NJ	1 Point Factor	No	Yes	Yes	No
NM	1 Ranking	No	Yes	No	No
NY	1 Grading	No	No	Yes	No
NC	1 Ranking	No	Yes	No	Yes
ND	1 Point Factor	No	No	No	No
OH	1 Point Factor	Yes	Yes	Yes	No
OK	1 Point Factor	No	No	No	No
OR	1 Grading	Yes	Yes	Yes	No
PA ⁵					
RI	1 Factor Comparison	No	Yes	Yes	No
SC	1 Grading	No	No	No	No
SD	1 Point Factor	No	No	No	No
TN	1 Point Factor	No	No	No	No
TX	1 Ranking	No	No	No	No
UT	1 Point Factor/1 Other	No	No	No	No
VT	1 Other	No	Yes	Yes	No
VA	1 Grading	No	No	No	No
WA	1 Other	Yes	Yes	Yes	No
WV	2 Grading	No	Yes	Yes	No
WI	1 Grading/2 Point Factor	Yes	Yes	Yes	No
WY	1 Ranking	No	Yes	Yes	Yes

¹The three studies are (1) a data-gathering study of sex-based wage differences and/or occupational segregation, (2) a job content pay equity study, and (3) an economic pay equity study.

²Alabama chose not to provide information.

³California personnel officials said they could not say whether the state had a pay equity policy or not, as it may be superseded by the state's collective bargaining agreements.

⁴Though Massachusetts stated that it did not have a written pay equity policy, officials indicated that the governor, in concert with the legislature, made a public commitment to deal with pay equity through the collective bargaining process.

⁵Pennsylvania chose not to provide information.

U.S. GENERAL ACCOUNTING OFFICE

Survey of States' Pay Equity Activities¹INTRODUCTION

The U.S. General Accounting Office (GAO), an investigative agency of Congress, is conducting a survey of pay equity activities in the states. The purpose of this questionnaire is to assist us in developing data on state job classification systems, pay equity policies, pay equity studies, and pay equity litigation.

The questionnaire should take about 30 minutes to complete. Since it covers the range of issues for all states, every state will not have to answer every set of questions. Please read the definitions carefully and follow the instructions closely to assure that you answer the appropriate questions for your state. Most of the questions can be easily answered by checking boxes or filling in blanks. If you believe it would be more appropriate for someone else to answer some of the questions, please forward this questionnaire to that individual. Space has been provided for any additional comments at the end of the questionnaire. If necessary, additional pages may be attached.

Please return the completed questionnaire in the enclosed self-addressed envelope within 10 days of receipt. In the event that the envelope is misplaced, please mail the completed questionnaire to:

U.S. GENERAL ACCOUNTING OFFICE
Mr. Curtis Copeland
Room 3150
441 G Street, N.W.
Washington, D.C. 20548

If you anticipate any difficulty returning the questionnaire within the requested timeframe, or have any questions, please call Mr. Curtis Copeland or Ms. Mary Pat Franasiek on (202) 275-6511.

Thank you for your cooperation.

Please check here if you would like a copy of the final report: ☐ Yes

¹The number of missing responses is listed under those questions where respondents should have answered a question, but did not.

I. JOB CLASSIFICATION SYSTEMS

This set of questions concerns job classification and evaluation systems. By this we mean the techniques used to separate jobs into different categories and to measure the worth or value of those jobs to the organization for pay purposes. Questions in this section refer to all positions on the state's payroll, including full and part-time positions. They do not include temporary or consultant positions.

1. About how many total positions (including classified and unclassified, and full and part-time) are there on your state's payroll? (ENTER NUMBER.)

See Table 11.1

2. About how many classified positions (including full and part-time) are there on your state's payroll? (ENTER NUMBER.)

See Table 11.1

3. About how many job classifications (i.e., discrete job categories), including variances and options, are there in your state government? (ENTER NUMBER.)

See app. 11, P. 6

4. Many organizations use job evaluation systems to set pay for classified positions. By job evaluation we mean the process used to determine the worth or value of a job to an employer. Some general types of job evaluation systems include ranking, grading, point factor, and factor comparison.

Does your state government use any job evaluation system(s) to set pay for classified jobs?

1. ☐ 46 ☐ Yes

2. ☐ 2 ☐ No (SKIP TO SECTION II, p. 3.)

5. How many job evaluation systems does your state use to set pay for classified jobs? (ENTER NUMBER. SYSTEMS USING DIFFERENT FACTORS OR WEIGHTS SHOULD BE CONSIDERED DIFFERENT SYSTEMS.)

34 states: 1 system

6 states: 2 systems

6 states: 3 to 11 systems

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DEFINITIONS

RANKING. This compares "whole jobs" and determines which are more, less, or equally demanding. It ranks the jobs in a hierarchy.

GRADING. This compares "whole jobs" and assigns jobs to predetermined grades. It compares job characteristics with predefined categories in the grade structure.

POINT FACTOR. This uses a predetermined number of factors, divided into levels, which are assigned a value (points). The sum of the points awarded to each factor determines the job's relative value among others being evaluated.

FACTOR COMPARISON. This compares key jobs with each other on a predetermined number of factors. Each job is ranked in its relative order of importance on each factor. The value of other jobs is determined by comparison with key jobs on each factor.

6. Some general categories for different job evaluation systems include ranking, grading, point factor, and factor comparison. Please read the definitions for each of the categories noted above. Which best describes the job evaluation system(s) used in your state for classified employees? (CHECK ONE BOX FOR EACH CATEGORY OF SYSTEM YOUR STATE USES, AND ENTER THE POPULAR NAME OF THE SYSTEM, IF AVAILABLE. ALSO ENTER THE NUMBER OF SYSTEMS THAT YOUR STATE HAS IN EACH CATEGORY. FOR EXAMPLE, IF YOUR STATE HAS 2 POINT-FACTOR SYSTEMS, ENTER "2" IN THE COLUMN TITLED "NUMBER".)

CATEGORY OF OF SYSTEM	POPULAR NAME	NUMBER OF SYSTEMS
1. ☐ Ranking	7 states	8
2. ☐ Grading	13 states	15
3. ☐ Point-factor	21 states	25
4. ☐ Factor comparison	3 states	4
5. ☐ Other, please specify 10 states		27

For questions 7-10, if your state has only one job evaluation system, fill in the information under the column titled System 1. If your state has 2 or 3 systems, fill in the appropriate columns for each system. If your state has more than 3 systems, answer the questions for the 3 systems that cover the most positions. If more than one system within a single category is used (e.g., two point-factor systems using different factors or weights), treat each as a separate system.

7. What category of job evaluation system are you describing? (CHECK ONE BOX FOR EACH SYSTEM.)

	System 1 (1)	System 2 (2)	System 3 (3)
1. Ranking	7	0	0
2. Grading	13	1	0
3. Point-factor	16	7	2
4. Factor comparison	2	1	1
5. Other, please specify	8	3	3

8. Which of the following types of positions are covered by the system? (CHECK ALL THE BOXES THAT APPLY FOR EACH SYSTEM.)

	System 1 (1)	System 2 (2)	System 3 (3)
1. Administrative	40	5	2
2. Clerical/ secretarial	43	5	0
3. Laborers	41	4	1
4. Craftspersons	40	3	1
5. Managerial	40	7	1
6. Professional	42	6	1
7. Technical	42	6	2
8. Judicial employees (non-judges)	10	3	0
9. Legislative employees (non-legislators)	6	3	0
10. University employees (non-faculty)	18	4	1
11. Other, please specify	2	1	1

9. About what percent of all classified positions in the state, (including both full and part-time) are covered by the job evaluation system? (ENTER PERCENT.)

	System 1 (1)	System 2 (2)	System 3 (3)
1. Percent	\$	\$	\$

10. About how long has your state been using this system to set pay? (CHECK ONE.)

	System 1 (1)	System 2 (2)	System 3 (3)
1. Less than 1 year	1	0	0
2. 1 to less than 3 years	3	2	1
3. 3 to less than 5 years	4	2	0
4. 5 to less than 10 years	8	6	3
5. 10 to less than 20 years	11	2	2
6. More than 20 years	19	0	0

11. Does your state have any formal plans to expand to more job evaluation systems or to consolidate its job evaluation systems? (CHECK ONE.)

1. [2] Yes, expand to more systems
2. [2] Yes, consolidate to fewer systems
3. [2] Yes, consolidate to a single system
4. [40] No (SKIP TO SECTION 11.)

12. Which of the following, if any, are reasons for your state to change the number of systems it has? (CHECK ALL THAT APPLY.)

1. [3] Administrative efficiency (e.g., cost saving, paperwork reduction)
2. [4] Internal consistency (i.e., to promote fairness)
3. [5] Pay equity (i.e., concern about male/female wage differences)
4. [0] Market competitiveness
5. [1] Different jobs need different job evaluation systems
6. [0] Other, please specify _____

11. PAY EQUITY POLICY

This set of questions concerns pay equity policies in your state. By this we mean any legislation, executive order, administrative policy or other pronouncement which specifically states a compensation goal of equal pay for work of comparable worth or value for state employees. WE DO NOT MEAN EQUAL PAY FOR COMPARABLE WORK AS IN THE EQUAL PAY ACT. Do not include pronouncements which authorize pay equity studies or evaluation of job classification systems, unless they specifically state a compensation goal of equal pay for work of comparable worth or value.

13. Does your state have a written pay equity/comparable worth policy?

1. [10] Yes

2. [37] No (SKIP TO QUESTION 19.)
1 NO ANSWER

14. By what means was the policy established? (CHECK ALL THAT APPLY AND ENTER THE APPROPRIATE CITATION AND/OR DATE.)

1. [7] Legislation

Citation: _____

Date: _____

2. [1] Executive order

Date: _____

3. [2] Administrative policy

Date: _____

4. [0] Other, please specify

Date: _____

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15. Which of the following, if any, provided the impetus to formally authorize the policy? (CHECK ALL THAT APPLY.)
1. ☐ 7 The governor
 2. ☐ 3 State personnel officials
 3. ☐ 2 Other state administrative officials
 4. ☐ 0 Judicial mandate or direction
 5. ☐ 7 Legislature
 6. ☐ 4 State commission on women
 7. ☐ 6 Unions
 8. ☐ 8 Women's interest groups
 9. ☐ 1 Other, please specify pay equity study results
16. Which of the following groups of positions are targeted by this policy? (CHECK ONE.)
1. ☐ 3 All positions
 2. ☐ 3 Classified plus some non-classified positions
 3. ☐ 4 Only classified positions
 4. ☐ 0 Only non-classified positions
 5. ☐ 0 Other, please specify _____
17. About what percent of all classified positions in the state (including both full and part-time) are covered by the policy? (ENTER PERCENT.)
See app. II, p. 10 %
18. Are you aware of any court cases filed against your state in which this policy has been tested? (CHECK ONE. IF YES, ENTER CITATION.)
1. ☐ 9 No
 2. ☐ 1 Yes
- Citation: _____
- (NOTE: PLEASE SKIP TO SECTION III, p. 5.)

ANSWER QUESTIONS 19-23 IF YOUR STATE DOES NOT HAVE A WRITTEN PAY EQUITY/COMPARABLE WORTH POLICY.

19. Does your state have any formal plans to adopt a pay equity policy (i.e., equal pay for work of comparable worth or value)?
1. ☐ 6 Yes
 2. ☐ 1 No (SKIP TO SECTION III, p. 5)
20. Which of the following, if any, provided the impetus for this policy to be considered? (CHECK ALL THAT APPLY.)
1. ☐ 5 The governor
 2. ☐ 5 State personnel officials
 3. ☐ 2 Other state administrative officials
 4. ☐ 0 Judicial mandate or direction
 5. ☐ 5 Legislature
 6. ☐ 4 State commission on women
 7. ☐ 6 Unions
 8. ☐ 5 Women's interest groups
 9. ☐ 0 Other, please specify _____
21. If the policy is adopted, which of the following, if any, is most likely to provide its final approval? (CHECK ONE.)
1. ☐ 1 Unknown
 2. ☐ 4 Legislation
 3. ☐ 0 Executive order
 4. ☐ 1 Administrative policy
 5. ☐ 0 Other, please specify _____

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22. Which of the following groups of positions, if any, is most likely to be targeted by this policy? (CHECK ONE.)

1. ☐ Unknown
2. ☐ All positions
3. ☐ Classified plus some non-classified positions
4. ☐ Only classified positions
5. ☐ Only non-classified positions
6. ☐ Other, please specify

23. What percent of all classified positions (including both full and part-time) would be covered by this policy? (ENTER THE PERCENT OR CHECK THE BOX.)

100 ☒

1. ☐ Unknown

III. PAY EQUITY STUDIES

This set of questions concerns pay equity studies conducted by your state. By this we mean analysis of pay equity issues by your state through data collection efforts, job content studies, economic studies, or combination studies.

24. Has your state tracked the activities of other states in the area of pay equity or comparable worth?

1. ☐ Yes
2. ☐ No (SKIP TO QUESTION 26.)

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25. How did/does your state track other states' pay equity activities? (CHECK ALL THAT APPLY.)

1. ☐ Collected reports, articles, or other information
2. ☐ Contacted other states for information, or attended conferences or seminars
3. ☐ Conducted a survey of other states' activities
4. ☐ Conducted periodic surveys, (i.e., more than one), of other states' activities
5. ☐ Conducted case studies of other states' activities
6. ☐ Other, please specify

Consultant hired to prepared paper

PART A - DATA COLLECTION

26. Has your state collected data to see whether there are sex-based wage differences or occupational segregation by sex, among state employees (either as a separate study or as part of a larger study)? (CHECK ONE. IF THE DATA COLLECTION WAS PART OF A LARGER STUDY, ANSWER THE FOLLOWING QUESTIONS BASED ON THE DATA COLLECTION PHASE ONLY.)

1. ☐ Yes, looked for sex-based wage differences only
2. ☐ Yes, looked for occupational segregation only
3. ☐ Yes, looked for both sex-based wage differences and occupational segregation
4. ☐ No (SKIP TO QUESTION 41.)

One state collected wage and occupational data, but not for the purposes listed.

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Please answer questions 27-40. If you have conducted only one data collection, fill in the information under the column titled Study 1. If you have conducted 2 or 3, fill in the appropriate columns for each study. If you have conducted more than 3, complete the questions only for the latest 3 studies.

27. How many times has your state conducted these data collections? (CHECK ONE.)

1. 1 1 1 1

2. 1 3 1 2

3. 1 1 1 3

4. 1 6 1 4 or more

28. For each data collection, what is the name of the organization that was responsible for it (e.g., "Department of Personnel" or "Commission on the Status of Women"), and what year was it conducted? (ENTER NAME AND YEAR.)

	ORGANIZATION NAME (1)	YEAR (2)
1. Study 1		
2. Study 2		
3. Study 3		

29. Which of the following, if any, was the authority for initiating the data collection? (CHECK ONE BOX FOR EACH DATA COLLECTION CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. Legislation	12	2	3
2. Executive action	5	2	3
3. Administrative action (e.g., no specific legislative or executive mandate)	8	4	0
4. Other, please specify	2	1	0

30. Which of the following groups actually conducted the data collection: a consultant, state personnel, or both? (CHECK ONE BOX FOR EACH DATA COLLECTION CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. Consultant only	3	0	0
2. State personnel only (SPECIFY AGENCY)	14	4	2
3. Consultant and state personnel	8	3	1
4. Other, please specify	2	2	0

31. Did the data collection include all job classes, or just a sample of them? (CHECK ONE BOX FOR EACH DATA COLLECTION CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. All job classes included	15	3	1
2. Sample of job classes	12	6	2

(NOTE: IF A SAMPLE OF JOB CLASSES WAS TAKEN IN ANY DATA COLLECTION, CONTINUE WITH QUESTION 32, IF NOT, SKIP TO QUESTION 33.)

32. How was the sample selected? (CHECK ALL THAT APPLY FOR EACH DATA COLLECTION CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. Male/female dominated job classes only	7	4	2
2. Highly populated job classes only	4	4	1
3. Random selection	4	3	1
4. Other, please specify	2	2	0

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33. Was a steering committee or task force representing different interested groups used in the data collection? (CHECK ONE BOX FOR EACH DATA COLLECTION CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. Yes	9	4	0
2. No	18	5	3

(NOTE: IF A STEERING COMMITTEE WAS USED IN ANY DATA COLLECTION, CONTINUE WITH QUESTION 34; IF NOT, SKIP TO QUESTION 35.)

34. Which of the following statements, if any, describes the role of the steering committee? (CHECK ALL THAT APPLY FOR EACH DATA COLLECTION CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. The steering committee determines what is to be studied.	4	3	-
2. The steering committee or its staff actually performs the study.	1	2	-
3. The steering committee oversees the study, but some other group actually performs the study.	9	1	-
4. The steering committee uses the results of the study to make recommendations about pay equity.	6	3	-
5. Other, please specify	2	1	-

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35. How long did it take to complete the data collection? (ENTER NUMBER OF WEEKS FOR EACH DATA COLLECTION. IF THE DATA COLLECTION IS ONGOING, CHECK THE BOX UNDER THE COLUMN TITLED "ONGOING" AND ESTIMATE THE TOTAL NUMBER OF WEEKS IT WILL HAVE TAKEN WHEN IT IS COMPLETED.)

(NOTE: IF THE DATA COLLECTION WAS PART OF A LARGER STUDY, BASE YOUR ANSWER ONLY ON THE DATA COLLECTION PHASE.)

	NUMBER OF WEEKS	ONGOING	NO ANSWER
	Range = 1 to 78		
Study 1.	Median = 11.5	1 1	5
	Range = 2 to 52		
Study 2.	Median = 6	1 1	2
	Range = 3 to 8		
Study 3.	Median = 4	1 1	0

(NOTE: IF ANY DATA COLLECTIONS ARE COMPLETED, CONTINUE WITH QUESTION 36; IF NOT, SKIP TO QUESTION 41.)

36. Did the data collection reach either of the following conclusions? (CHECK ONE BOX IN EACH ROW FOR EACH DATA COLLECTION.)

	Study 1 (1)		Study 2 (2)		Study 3 (3)	
	Yes (1)	No (2)	Yes (1)	No (2)	Yes (1)	No (2)
1. Sex-based wage differences existed	21*	5*	6	2	2	1
2. Sex-based occupational segregation existed	22	5	5	3	1	2

No answer* 1 0 0

37. Were the results of the data collection sent to any of the following? (CHECK ONE BOX IN EACH ROW FOR EACH DATA COLLECTION CONDUCTED.)

	Study 1 (1)		Study 2 (2)		Study 3 (3)	
	Yes (1)	No (2)	Yes (1)	No (2)	Yes (1)	No (2)
1. The governor	21	6	7	1	3	0
2. The legislature	22	5	6	2	3	0
3. The state personnel office	26	1	7	1	3	0
4. Other, please specify	11	16	1	7	0	3

38. Which of the following, if any, resulted from the data collection? (CHECK ALL THAT APPLY.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. Follow-up study	12	2	0
2. Adoption of new pay equity policy	2	2	0
3. Changes in existing pay policies	1	2	1
4. Changes in other personnel policies	2	2	0
5. Pay equity salary increases	2	3	1
6. No results yet	7	2	1
7. Other, please specify	7	1	1

(NOTE: IF PAY EQUITY SALARY INCREASES RESULTED FROM ANY STUDY, CONTINUE WITH QUESTION 39; IF NOT, SKIP TO QUESTION 41.)

39. Consider the total payroll of only those state employees who will receive pay equity increases as a result of the data collection. What percent did/will that total payroll increase, and over how many years will the increase be implemented? (ENTER TOTAL PERCENT INCREASE FOR EACH DATA COLLECTION CONDUCTED. ALSO ENTER THE TOTAL NUMBER OF YEARS OVER WHICH THAT INCREASE WILL TAKE PLACE.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. Percent increase	1	1	1
2. Years			

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40. Under what authority will the increases be administered? (CHECK ALL THAT APPLY FOR EACH DATA COLLECTION CONDUCTED.)

	Study 1	Study 2	Study 3
1. Legislation	1	2	1
2. Executive order	0	0	0
3. Administrative action	0	1	0
4. Collective bargaining	0	2	0
5. Special committee (e.g., steering committee)	1	0	0
6. Other, please specify	0	0	0

PART B - JOB CONTENT STUDIES

41. Has your state conducted a job content pay equity study (i.e., one which compares the pay of male and female job classes with comparable job evaluation scores)?

1. 120 | Yes

2. 128 | No (SKIP TO QUESTION 56.)

Answer questions 42-55. If you have conducted only one study, fill in the information under the column titled study 1. If you have conducted 2 or 3, fill in the appropriate columns for each study. If you have conducted more than 3, complete only the questions for the latest 3 studies.

42. How many times has your state conducted this type of study? (CHECK ONE.)

1. 113 | 1

2. 141 | 2

3. 121 | 3

4. 111 | 4 or more

43. For each study, what is the name of the organization that was responsible for it (e.g., "Department of Personnel" or "Commission on the Status of Women"), and what year was it conducted? (ENTER NAME AND YEAR.)

	ORGANIZATION NAME (1)	YEAR (2)
1. Study 1		
2. Study 2		
3. Study 3		

44. Which of the following, if any, was the authority for initiating the study? (CHECK ONE BOX FOR EACH STUDY CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. Legislation	9	2	2
2. Executive action	5	1	0
3. Administrative action (e.g., no specific executive or legislative mandate)	4	2	0
4. Other, please specify	2	2	0

45. Which of the following groups actually conducted the study: a consultant, state personnel, or both? (CHECK ONE BOX FOR EACH STUDY CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. Consultant only	4	1	0
2. State personnel only (SPECIFY AGENCY)	3	3	1
3. Consultant and state personnel	10	3	1
4. Other, please specify	3	0	0

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46. Did the study include all job classes, or just a sample of them? (CHECK ONE BOX FOR EACH STUDY CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. All job classes included	7	3	3
2. Sample of job classes	13	4	0

(NOTE: IF A SAMPLE OF JOB CLASSES WAS USED IN ANY STUDY, CONTINUE WITH QUESTION 47; IF NOT, SKIP TO QUESTION 48.)

47. How was the sample selected? (CHECK ALL THAT APPLY FOR EACH STUDY CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. Male/female dominated job classes only	9	1	0
2. Highly populated job classes only	6	2	0
3. Random selection	2	2	0
4. Other, please specify	2	2	0

48. Was a steering committee or task force representing different interested groups used in the study? (CHECK ONE BOX FOR EACH STUDY CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. Yes	13	4	1
2. No	7	3	1

(NOTE: IF A STEERING COMMITTEE WAS USED IN ANY STUDY, CONTINUE WITH QUESTION 49; IF NOT, SKIP TO QUESTION 50.)

49. Which of the following statements, if any, describes the role of the steering committee? (CHECK ALL THAT APPLY FOR EACH STUDY CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. The steering committee determines what is to be studied.	7	3	0
2. The steering committee or its staff actually performs the study.	3	1	0
3. The steering committee oversees the study, but some other group actually performs the study.	9	3	1
4. The steering committee uses the results of the study to make recommendations about pay equity.	9	3	0
5. Other, please specify	1	0	0

50. How long did it take to complete the study?
(ENTER NUMBER OF MONTHS FOR EACH STUDY. IF THE STUDY IS ONGOING, CHECK THE BOX UNDER THE COLUMN TITLED "ONGOING" AND ESTIMATE THE TOTAL NUMBER OF MONTHS IT WILL HAVE TAKEN WHEN IT IS COMPLETE.)

	NUMBER OF MONTHS	ONGOING	NO ANSWER
	Range = 1 to 24		
Study 1.	Median = 6	[]	1
	Range = 1 to 18		
Study 2.	Median = 5	[]	1
	Range = 1 and 5		
Study 3.	Median = 3	[]	0

(NOTE: IF ANY STUDIES ARE COMPLETED, CONTINUE WITH QUESTION 51; IF NOT, SKIP TO QUESTION 56.)

51. Did the study conclude that sex-based wage differences existed after controlling for job evaluation scores? (CHECK ONE BOX FOR EACH STUDY CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. Yes	14	4	2
2. No	6	2	0

52. Were the results of the study sent to any of the following? (CHECK ONE BOX IN EACH ROW FOR EACH STUDY CONDUCTED.)

	Study 1 (1)		Study 2 (2)		Study 3 (3)	
	Yes (1)	No (2)	Yes (1)	No (2)	Yes (1)	No (2)
1. The governor	18	2	4	2	2	0
2. The legislature	16	4	4	2	2	0
3. The state personnel office	20	0	5	1	1	1
4. Other, please specify	12	8	4	2	1	1

53. Which of the following, if any, resulted from the study? (CHECK ALL THAT APPLY FOR EACH STUDY CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. Follow-up study	6	0	0
2. Adoption of new pay equity policy	3	1	1
3. Changes in existing pay policies	4	1	1
4. Changes in other personnel policies	1	1	0
5. Pay equity salary increases	3	1	1
6. No results yet	5	1	0
7. Other, please specify	6	3	1

(NOTE: IF PAY EQUITY SALARY INCREASES RESULTED FROM ANY STUDY, CONTINUE WITH QUESTION 54; IF NOT, SKIP TO QUESTION 56.)

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54. Consider the total payroll of only those state employees who will receive pay equity salary increases as a result of the study. What percent did/will that total payroll increase, and over how many years will the increase be implemented? (ENTER TOTAL PERCENT INCREASE FOR EACH STUDY CONDUCTED. ALSO ENTER THE TOTAL NUMBER OF YEARS OVER WHICH THAT INCREASE WILL TAKE PLACE.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. Percent increase	\$	\$	\$
2. Years			

55. Under what authority will the increases be administered? (CHECK ALL THAT APPLY FOR EACH STUDY CONDUCTED.)

	Study 1	Study 2	Study 3
1. Legislation	3	1	1
2. Executive order	0	0	0
3. Administrative action	0	0	0
4. Collective bargaining	3	1	1
5. Special committee (e.g., steering committee)	0	0	0
6. Other, please specify	0	0	0

PART C - ECONOMIC STUDY

56. Has your state conducted an economic pay equity study (i.e., one which compares the pay of male and female employees with comparable individual characteristics like education or experience)?

1. [5] Yes

2. [43] No (SKIP TO QUESTION 71.)

Please answer questions 57-70. If you have conducted only one study, fill in the information under the column titled study 1. If you have conducted 2 or 3, fill in the columns for each study. If you have conducted more than 3, complete only the questions for the latest 3 studies.

57. How many times has your state conducted this type of study? (CHECK ONE.)

1. [5] 1

2. [0] 2

3. [0] 3

4. [0] 4 or more

58. For each study, what is the name of the organization that was responsible for it (e.g., "Department of Personnel" or "Commission on the Status of Women"), and what year was it conducted? (ENTER NAME AND YEAR.)

	ORGANIZATION NAME (1)	YEAR (2)
1. Study 1		
2. Study 2		
3. Study 3		

59. Which of the following, if any, was the authority for initiating the study? (CHECK ONE BOX FOR EACH STUDY CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. Legislation	2	-	-
2. Executive action	0	-	-
3. Administrative action (e.g., no specific legislative or executive mandate)	3	-	-
4. Other, please specify	0	-	-

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60. Which of the following groups actually conducted the study: a consultant, state personnel, or both? (CHECK ONE BOX FOR EACH STUDY CONDUCTED.)

	Study 1	Study 2	Study 3
1. Consultant only	0	-	-
2. State personnel only (SPECIFY AGENCY)	3	-	-
3. Consultant and state personnel	2	-	-
4. Other, please specify	0	-	-

61. Did the study include all job classes, or just a sample of them? (CHECK ONE BOX FOR EACH STUDY CONDUCTED.)

	Study 1	Study 2	Study 3
1. All job classes included	2	-	-
2. Sample of job classes	3	-	-

(NOTE: IF A SAMPLE OF CLASSES WAS USED IN ANY OF THE STUDIES, CONTINUE WITH QUESTION 62; IF NOT, SKIP TO QUESTION 63.)

62. How was the sample selected? (CHECK ALL THAT APPLY FOR EACH STUDY CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. Male/female dominated job classes only	0	-	-
2. Highly populated job classes only	0	-	-
3. Random selection	1	-	-
4. Other, please specify	2	-	-

Not answered 1

63. Was a steering committee or task force representing different interested groups used in the study? (CHECK ONE BOX FOR EACH STUDY CONDUCTED.)

	Study 1	Study 2	Study 3
1. Yes	2	-	-
2. No	3	-	-

(NOTE: IF A STEERING COMMITTEE WAS USED IN ANY OF THE STUDIES, CONTINUE WITH QUESTION 64; IF NOT, SKIP TO QUESTION 65.)

64. Which of the following statements, if any, describes the role of the steering committee? (CHECK ALL THAT APPLY FOR EACH STUDY CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. The steering committee determines what is to be studied.	1	-	-
2. The steering committee or its staff actually performs the study.	1	-	-
3. The steering committee oversees the study, but some other group actually performs the study.	1	-	-
4. The steering committee uses the results of the study to make recommendations about pay equity.	1	-	-
5. Other, please specify	0	-	-

65. How long did it take to complete the study?
(ENTER NUMBER OF MONTHS FOR EACH STUDY. IF THE STUDY IS ONGOING, CHECK THE BOX UNDER THE COLUMN TITLED "ONGOING" AND ESTIMATE THE TOTAL NUMBER OF MONTHS IT WILL HAVE TAKEN WHEN IT IS COMPLETE.)

	NUMBER OF MONTHS	ONGOING
	Range = 2 to 12	
Study 1.	Median = 6	[1]
Study 2.	-	[]
Study 3.	-	[]

(NOTE: IF ANY STUDIES ARE COMPLETED, CONTINUE WITH QUESTION 66; IF NOT, SKIP TO QUESTION 71.)

66. Did the study conclude that sex-based wage differences existed after controlling for individual characteristics? (CHECK ONE BOX FOR EACH STUDY CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. Yes	3	-	-
2. No	1	-	-

67. Were the results of the study sent to any of the following? (CHECK ONE BOX IN EACH ROW FOR EACH STUDY CONDUCTED.)

	Study 1 (1)		Study 2 (2)		Study 3 (3)	
	Yes (1)	No (2)	Yes (1)	No (2)	Yes (1)	No (2)
1. The governor	2	2	-	-	-	-
2. The legislature	4	0	-	-	-	-
3. The State personnel office	4	0	-	-	-	-
4. Other, please specify	0	4	-	-	-	-

68. Which of the following, if any, resulted from the study? (CHECK ALL THAT APPLY FOR EACH STUDY CONDUCTED.)

	Study 1	Study 2	Study 3
1. Follow-up study	2	-	-
2. Adoption of new pay equity policy	0	-	-
3. Changes in existing pay policies	0	-	-
4. Changes in other personnel policies	0	-	-
5. Pay equity salary increases	0	-	-
6. No results yet	2	-	-
7. Other, please specify	0	-	-

(NOTE: IF PAY EQUITY SALARY INCREASES RESULTED FROM ANY OF THE STUDIES, CONTINUE WITH QUESTION 69; IF NOT, SKIP TO QUESTION 71.)

APPENDIX III

APPENDIX III

69. Consider the total payroll of only those state employees who did/will receive pay equity salary increases a result of the study. What percent did/will that total payroll increase, and over how many years will that increase be implemented? (ENTER TOTAL PERCENT INCREASE FOR EACH STUDY CONDUCTED. ALSO ENTER THE TOTAL NUMBER OF YEARS OVER WHICH THAT INCREASE WILL TAKE PLACE.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. Percent increase	- %	- %	- %
2. Years	-	-	-

70. Under what authority will the increases be administered? (CHECK ALL THAT APPLY FOR EACH STUDY CONDUCTED.)

	Study 1 (1)	Study 2 (2)	Study 3 (3)
1. Legislation	-	-	-
2. Executive order	-	-	-
3. Administrative action	-	-	-
4. Collective bargaining	-	-	-
5. Special committee (e.g., steering committee)	-	-	-
6. Other, please specify	-	-	-

PART D - COMBINATION STUDY

71. Has your state conducted a pay equity study which compares the pay of male and female employees with both comparable job content and individual characteristics (i.e., job content and individual characteristic variables in the same regression analysis)?

1. [2] Yes

2. [46] No

PART E - MINORITY EMPLOYEES

72. Has your state conducted a pay equity study which focuses in whole or in part on the pay of minority employees? (Such a study could be either a job content or economic pay equity study and could be part of a study of sex-based wage differences.)

1. [4] Yes

2. [44] No

IV. PAY EQUITY LITIGATION

The final set of questions concerns pay equity litigation. By this we mean legal actions taken in relation to pay equity issues.

73. Are you aware of any lawsuits filed against the pay classification systems in your state, in relation to the pay equity issue?

1. [10] Yes

2. [38] No (SKIP TO QUESTION 84.)

74. If yes, please provide the case citation for each lawsuit. (ENTER CITATION. IF CITATION IS UNKNOWN, SKIP TO QUESTION 75.)

1. _____

2. _____

3. _____

(IF CITATION IS ENTERED ABOVE, SKIP TO QUESTION 84.)

If case citations are not known, please answer the following for each lawsuit, or check the box.

Lawsuit #1

75. What year was it filed? _____

[] Can't recall

76. What parties were involved? _____

[] Can't recall

77. In what court was it filed? _____

[] Can't recall

APPENDIX III

APPENDIX III

Lawsuit #2

78. What year was it filed? _____

☐ I Can't recall

79. What parties were involved? _____

☐ I Can't recall

80. In what court was it filed? _____

☐ I Can't recall

Lawsuit #3

81. What year was it filed? _____

☐ I Can't recall

82. What parties were involved? _____

☐ I Can't recall

83. In what court was it filed? _____

☐ I Can't recall

COMMENTS

84. If you have any additional comments regarding any previous question or general comments concerning pay equity, please use the space provided below. If necessary, attach additional sheets.

Name of person who filled out this questionnaire and who may be contacted for clarification of responses, if necessary: (PLEASE PRINT)

NAME: _____

TITLE: _____

ADDRESS: _____

TELEPHONE

NUMBER: () _____

GGD/MMS/4-86

Thank you for your help.

(966239)

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